



CONSORTIUM FOR POLICY RESEARCH IN EDUCATION


# The Impact of the GE Foundation *Developing Futures*<sup>™</sup> in Education Program on Mathematics Performance Trends in Four Districts

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## RESEARCH REPORT

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APRIL 2013



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GE Foundation *Developing Futures*<sup>™</sup> in Education EVALUATION SERIES

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“The longitudinal analyses presented in this report provide strong evidence that the program **produced significant improvements in mathematics performance** in each of the four districts.”

### GE Foundation *Developing Futures*<sup>™</sup> in Education

Since in 2005, the GE Foundation has committed substantial expertise and financial resources to a set of urban school districts to improve public education and enhance student achievement in mathematics and science. With strong emphasis on stakeholder engagement, the GE Foundation’s *Developing Futures*<sup>™</sup> in Education program pursued a strategy of: (1) facilitating school board, union, and district leaders to work together to articulate system goals and priorities; (2) helping district leaders to build systemic change processes and develop internal-management capacity, and; (3) supporting district science and mathematics initiatives through materials alignment, coaching, professional development, and other capacity building measures.

### CPRE’s Evaluation of *Developing Futures*<sup>™</sup>

Since 2010, the Consortium for Policy Research in Education (CPRE) has conducted external evaluations of *Developing Futures*<sup>™</sup> in Education initiatives in school districts. In the report summarized here, we analyzed the longitudinal impact of *Developing Futures*<sup>™</sup> on student mathematics performance in four school districts that have worked with the GE Foundation for at least four years: Cincinnati, Ohio; Erie, Pennsylvania; Jefferson County (Louisville) Kentucky; and Stamford, Connecticut. The full report and CPRE research on other GE Foundation initiatives and other education topics can be found at [www.cpre.org](http://www.cpre.org).

### The Evaluation Approach

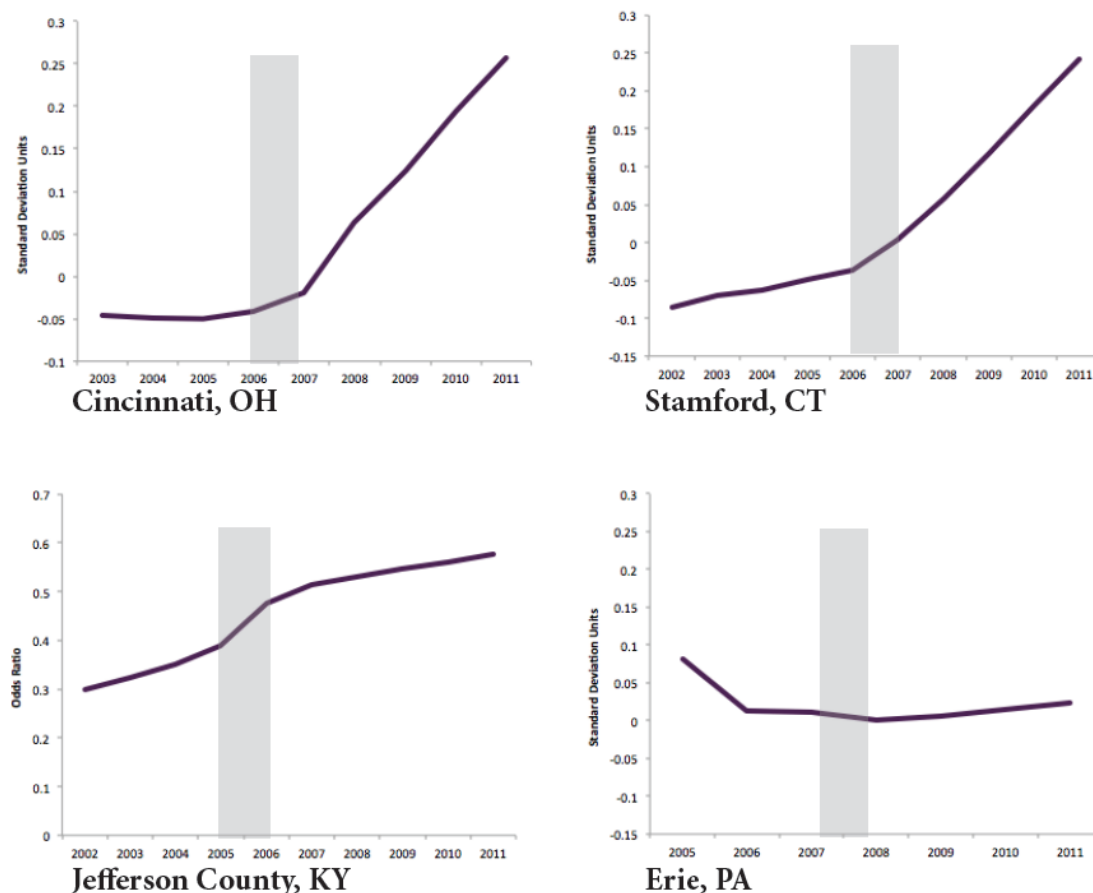
To assess how student achievement in mathematics changed after the introduction of *Developing Futures*<sup>™</sup>, we employed a sophisticated statistical technique called multi-level interrupted time series analysis. We analyzed thousands of individual student mathematics achievement results and student and school demographic data for a period of up to ten years in each district, in order to compare performance trends both before and after the GE Foundation began working with each district. We hypothesized that the GE Foundation’s collaborative efforts with the district educators would improve the trajectory of student performance and produce detectable and significant gains in student mathematics outcomes.

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### The Results

Overall, we found strong and statistically significant evidence that the GE Foundation’s efforts meaningfully contributed to improvements in student mathematics test performance across the partner districts. As shown in the graphs below, in Cincinnati, Ohio; Jefferson County, Kentucky; and Stamford, Connecticut, the introduction of GE Foundation supports marked the beginning of statistically significant gains on end-of-year state test performance. The initial effects in the Jefferson County Public Schools were notably large, while students in Cincinnati and Stamford made smaller immediate gains but demonstrated increased rates of learning over time. In Erie, the introduction of *Developing Futures*<sup>™</sup> marked the stabilization of prior negative trends in mathematics performance in the district. We conclude that the pattern of positive effects across four disparate districts in four states together make a compelling case that the results are attributable to the reform efforts catalyzed by the GE Foundation *Developing Futures*<sup>™</sup> in Education program.

### Mathematics Performance Trends by District



Note: Shaded bar represents the school year within which GE Foundation support began.